



**NAAC**

**Sponsored State Level Seminar  
On**

**Prospective Modalities of Teaching Learning Process  
in the Collegiate Education of Rural Assam**

**Organized by**



**Rangapara College**

**P.O. Rangapara, Sonitpur, Assam**

NAAC Sponsored State level Seminar

“Prospective Modalities of Teaching-  
Learning Process in Collegiate Education  
of Rural Assam”

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Rangapara

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Presidential Address:

Honourable V.C., Tezpur University, Prof. P.C. Deka, Prof. M.M. Sarmah, Deptt. Faculty, Information and Technology, Tezpur University, local MLA, B.N. Tanti distinguished personalities of greater Rangapara, reputed scholars, luminaries and teachers from different parts of Assam! I feel immense pleasure to find you as here on the occasion of the NAAC sponsored seminar on “Prospective Modalities of Teaching-Learning Process in Collegiate Education of rural Assam”. Your presence on this geographically remote locality encourages the teachers, employees, students and public to upgrade its academic environment and to stimulate a progressive attitude to cope this college with the changing global scenario in the academic arena. The geographical and communicational remoteness of this college could not restrain to lead it from one to another higher strata of the academic horizon. Our eyes are directed towards the limit of the sky. Your encouragement and solstice spirit would definitely add more colors to our unbounded vision.

You are aware of the fact that the intellectual resource and future prospect of national development lie in rural India for more than 70% of Indian masses spread over rural sites of the country. If one plans to upgrade academic status of India to an international standard, he must pay proper attention towards upgradation of rural institutes of higher education in India. The central theme of the present seminar intends to highlight the infrastructure disparities that serve as repulsive forces behind the academic progress and quality of education in rural Assam to bring them up to the required level as per the 21st century IT status of the world. Today the process of globalization influences not only the economic and social fabrics of the society but also influences the academic needs, aspirations and quality of education. It is in



this context, the academicians, scholars and teachers must look into the problems and prospects of the rural colleges seriously. It is quite imperative that the intellectual wheels of the nation cannot move in the destiny path. It ignores more than two-third of the national population residing in rural sites whose academic progress depends on the problem-prone and infrastructures hard strained schools and colleges of rural India.

The august gathering of Scholars, teachers and academicians-here in this rural college, would definitely find out the modalities for the future growth of the rural colleges that would lead such institutes towards the path of excellence. Like many other rural colleges, our college despite of its infrastructures constraints **deserves that this seminar** would show the way how the NAAC and the UGC should take care of them. Our earnest endeavour is to create a platform for exchange of thoughts and views in evolving a fruitful and progressive development model for the rural colleges. In our view, you all are competent enough to show us the way. Probably, this was the spirit in us that encouraged us to invite this august gathering to this small institute that lighted up the candle of higher education among the socially and geographically backward communities of the locality some 26 years back.

**D. S. Barthakur**  
Principal & President,  
Organising Committee,  
NAAC Sponsored Seminar  
Rangapara College.

## Welcome Address

Honourable Vice-chancellor of Tezpur University Prof. P.C. Deka, Dean, Faculty of Humanities of Tezpur University Prof. M.M. Sarma, Sjt. Bhimananda Tanti, MLA and President of the Governing Body, Rangapara College, Dr. S. Barthakur, Principal Rangapara College, Esteemed guests, Participants, colleagues and dear students.

It gives me immense pleasure to welcome you all to this NAAC sponsored State Level Seminar organized by Rangapara College. Under the board theme 'Prospective Modalities of Teaching Learning Process in the Collegiate Education of Rural Assam', various sub-themes have been selected to focus on various modalities of Teaching-Learning Process like IT facilities, Remedial Courses, Communication Skills, and Inter-Institutional Linkage for Quality Education in the Colleges of rural Assam.

It is our proud privilege to host this State Level Seminar in Rangapara College. This Institution of Higher education of this remote and backward part of the state has completed its twenty five years on August 16, 2004. The history of the college is inseparably connected with the socio-economic development of the entire area and has been in fact synonymous with the progress of higher education and the society. Presently, the college is providing higher education in Arts and Commerce to about one thousand students.

It is indeed a matter of pride that the college has been accredited with B+ grade by NAAC last year. It may be recalled here that the local citizens, alumnus, various student organizations, the local business community and well wishers extended tremendous help and cooperation in the past 25 years to the college for its all-round development. The local MLA Sri Bhimananda Tanti also has contributed a lot for the infrastructures development of

the college by providing Financial Assistance from his Local Area Development Fund and other Funds of the Panchayat. I express my deep regards and sincere gratitude to all of them. I also express my gratitude to NAAC for sponsoring this seminar in Rangapara College.

I pay my deep regards to all the guests, particularly to Prof. P.C. Deka, Prof. M.M. Sarma and Sri B. N. Tanti. On behalf of the Organizing Committee I welcome you all to this seminar.

Yours sincerely  
R.M. Deka,  
Co-ordinator,  
Internal Quality Assessment Cell  
Rangapara College

Keynote address

**Perspective Modalities of Teaching-Learning  
Process in Collegiate Education of Rural  
Assam**

**Madan M. Sarma**

A casual survey would reveal that most of the colleges that prepare students for the first degree in Assam are located in rural or semi-urban areas. As the rate of urbanization is rather slow in the state because of economic and social factors, the scenario is likely to remain unchanged for quite some time. However, in certain respects, particularly in respect of communication and access to the information technology, the gap between urban and rural is narrowing to a great extent. A college located in a rural or urban area can no longer remain impervious to the changes taking place in other parts of the world.

In the higher education scenario of Assam the colleges in the rural and semi-urban areas have been playing a crucial role, preparing and sending a large number of students for postgraduate and professional education. Before talking about prospective modalities of the teaching-learning process it would be pertinent to identify the problems that have hampered the expected qualitative improvement in the colleges. The Lackadaisical attitude of the successive state governments, their administration, their policies, and the shortsightedness of our political leadership have deprived most of the colleges of the minimum infrastructure that a 21st century institution should possess. The universities to which such colleges are affiliated would demand a specific number of teachers and an ideal teacher-student ratio in the colleges for maintaining the quality of education imparted, but the government, rather its bureaucracy would go on ignoring such suggestions, abolishing the posts of teachers and creating hurdles, directly or indirectly, in appointing

qualified persons as teachers. Unfortunately, a section of college teachers have over the years given the impression to the society at large that they work less, remain idle most of the time, and stay hopelessly outdated as far as the latest knowledge and expertise in their subjects are concerned, and so deserve no privilege. But it is also true that a government that regularly misuses huge funds meant for improving the lot of the people and yet fails to pay salary regularly to those who work is a non-functioning and incompetent government.

Another problem that has affected the qualitative growth of the colleges is the lack of regular and adequate interaction between the groups of experts in the affiliating universities and the college teachers who would be implementing the curriculum designed by the experts. The experiences and perceptions of the teachers working in the rural areas are hardly utilized in preparing such courses that might benefit the majority of the students. Syllabuses meant for undergraduate students are often revised and updated without considering the availability of the resources and without making any serious attempt to make such resources available in these colleges in some form.

As communication has become easier and affordable now, a large number of students from the rural areas go out of the state for education, very often to do such courses, which are available locally. Apart from the natural desire for exposure to the latest information, knowledge and expertise, two other factors are responsible for this exodus: one, the lack of adequate infrastructure, indifferent quality and highly traditional system of teaching at college level that cannot inspire our students, and two, the lack of opportunities in the state for gainful employment after completing a course. Both these factors need to be considered while talking of and planning for prospective modalities for the teaching learning process in our colleges.

Another problem that has been cause of concern for our collegiate education is the lack of communication skills and ad-

equate competence in English in a large number of students. The switchover to the regional language as the medium of instruction at the undergraduate level, now in hindsight, seems to have been made rather hastily. There would have been no problem at all if we had reoriented the teaching of English at this level so as to induce our students to use English as a resource. In fact, there was also a need for teaching a regional language like Assamese in a more purposeful manner. We failed to realize at that time, and perhaps we do not realize even now, the importance of the equipping, enabling function of language. English should not be treated as a subject that is a burden to a large majority of students. It should equip our students to interact with different kinds of texts, receive knowledge and information from them, and express coherently whatever they have learned. English should enable them to access knowledge and information from them, and express coherently in different situations, and help them develop intellectually. Memorizing a set of answers and producing them mechanically in the examinations can get them marks but can never equip them for the future challenges.

I am glad to see that this seminar plans to have a session on improving our students' communication skills. We know that language has an important role in the formation and reorganization of an individual's thought structures. Communication at a higher level has a strong cognitive component. Communication skills do not simply imply mechanical manipulation of a limited number of sentence structures and a limited vocabulary. Grammatical or linguistic competence is as necessary as what is known as the communicative competence. I would therefore suggest a focused and need-based syllabus in English at the undergraduate level. Gauhati University has rightly introduced a course in Functional English for this science students. I would go for a slightly different type of syllabus for the students of the Arts and Commerce streams— a syllabus with a functional component for developing learners' communication skills and a component consisting of materials for reading-for pleasure and information. Till such a change is effected I would suggest that at least in our rural colleges some language



using activities at least in the major or honours classes be initiated. These activities could be regular seminar presentation, short written assignments and occasional group discussions on the topic from the syllabuses. Such steps would add a little variety to the typical lecture classes where students' interaction is minimal. In fact, I would suggest a little reorientation in teaching, emphasizing other modes of teaching and other types of learning activities. I believe teachers use both Assamese and English in the major classes. We often forget that while leaning other subjects students can get some exposure to English. It is necessary to supply key terms and expressions in English- the terms that are widely used in a particularly subject -in a visual form, for example on the blackboard, even when the teaching is done in the students' mother tongue. This way our students can enlarge their English vocabulary.

I understand that an issue that is to be raised and discussed in course of this seminar involves bridging the so-called IQ gaps. The concept of IQ, i.e., intelligence quotient has come under criticism in recent times. Intelligence implies the all round effectiveness of an individual's mental processes. It involves his or her capacities for comprehension, recall, learning, thinking and reasoning. *Intelligence is only partially determined by heredity.* The development or flowering of intelligence depends to a great extent on a stimulating environment. IQ cannot be used to predict high or low achievement in academics. Other factors such as home support, the quality of instruction and proper environment are more important. What our students from the rural areas lack is not intelligence but exposure and a stimulating environment. That is why variety is *extremely necessary in the mode of teaching.* Unfortunately, teaching at the college level has been too traditional, too mechanical. For this reason a little while ago I talked about involving students in such activities as seminar presentation etc. Other alternative learning activities may include some kind of small project work that involves independent study, some form of fieldwork, and laboratory work.

In many rural colleges one comes across first generation learners. Such learners can hardly any encouragements or support from the members of their family. Some of them might be slow learners. Teachers need to identify them and arrange remedial teaching and tutorial classes for helping them. Conventional lecture method may not really help them.

Information technology can help us in bridging the gap that exists between the urban and the rural institutions. But here a problem arises—the pathetic position of power supply in our state, more so in the rural and semi-urban areas. I believe that two things are crucial for the all round development of our state—good road communication and uninterrupted power supply. If somehow the colleges can provide their students with access to internet facilities and show them how to utilize the materials that can be accessed through Internet students can get better and quicker exposure to a vast source of knowledge. They will also realize that so many things can be learned on their own.

For improving the quality of education imparted in the colleges in the rural areas some kind of linkage with other colleges and the nearby universities is essential. This is necessary for sharing the available resources and expertise for the benefit of the majority of the students. At least one or two of our universities can systematically build up a good library and make their resources available to interested college teachers and students. We may also explore the possibility of utilizing the expertise of the university and even accomplished college teachers for providing occasional but systematic exposure to the students and assisting the teachers. Sharing of resources among colleges and universities will be important in the near future.

In a developing society an educational institution should have closer ties with the community. Our past experience shows that before provincialization of the schools the involvement of the community was greater and such involvement played a great role in sustaining these institutions. Community involvement and social



interaction have not altogether disappeared from our rural areas. If the colleges come up with such academic and co-curricular activities that are useful for the children of the community it will still be possible to enhance the interaction between the college and the community. That we are doing something that is not only academically or professionally important but also socially relevant must be clear to the community. The community can be associated in such ventures as building up a small library for disadvantaged and needy students.

I hope the seminar will address some of the issues that I have touched upon with my limited experience and inadequate knowledge. I thank everybody for giving me a patient and indulgent hearing. Thank You. □

## Modalities for Developing Spoken English Skills In the Collegiate Education of Rural Assam

R.M. Deka

Despite the expectation of the policy makers and syllabi framers for English language skills to the second language learner in Assam, here exists chasm between aspirations and achievements. One is shocked with dismay that the college students especially in rural colleges, draw a blank in expressing themselves in English after learning the language for more than seven years at High school and Higher secondary levels of education.

Second language learning always poses problems and difficulties to learners whether the learner is a child or an adult. Of course there will be differences in the degree of difficulty. The difficulty level of an Assamese learning English is really very great. Mainly to find out the factors responsible for the low standard of English of the entrance to undergraduate classes an empirical study was conducted in the schools and colleges of sonitpur District of Assam.

The empirical study brought to light some of the important factors responsible for the low standard of the learners like -

1. The poor educational, social economic and cultural background of the learner.
2. The systematic difference the English and the learner's mother tongue.
3. Lack of enough exposure to the English language.
4. Belated second language learning.
5. Lack of rapport between the teacher and the learner
6. Inadequate teaching method
7. Inefficient and ill-equipped teachers.
8. Lack of motivation
9. Lack of interest

10. Insufficient teaching hours for language learning
11. Unwieldy size of the class
12. Heterogeneous nature of the classroom
13. Ineffective use of modern teaching technique

Some valuable suggestions on the basis of the findings -

1. Introduce English teaching from atleast first standard
  2. At the initial stage teach English through play way method.
  3. Provide enough opportunity to use English inside and outside the classroom.
  4. Active participation of the students should be encouraged and promoted.
  5. English language learning should not be made a conscious activity.
  6. Make the classroom active and interesting
  7. Enough exposure to the English language should be provided to the learners.
  8. Provide opportunity to have inter-personal and intra personal mode of learning English through role play, dramatisation, mock interviews, miming, debate, picture reading, picture reading, picturisation miming, debate, picture reading, picturisation etc.
  9. Motivation the learner
  10. Well informed and well equipped teachers should teach the students particularly at the initial stage of English learning.
  11. Classroom should be of controllable size.
- In short the English classroom should be of an enjoyable one to the students and the language should be learned without any stress or strain □

## **“Introduction of IT facilities for quality Improvement in Rural Colleges:- Poblems and Prospect:”**

**Dr. Sailendra Barthakur  
Naaba Kumar Goswami**

IT appears to play a key role in enhancement of academic standard of the rural colleges of India in the near future. Exposure of rural students to thoughts and deliberations of renowned academicians, educationists and teachers of the top grade colleges and universities of the world that would eradicate infrastructural gap between rural and metropolitan Colleges. Lack of proper infrastructural planning and financial instruments for rural colleges, such colleges are deprived of the probable academic benefits that can be derived for the existing IT network. The paper intends to highlight the academic prospects, infrastuctural lapse and planning that are needed to be taken cae of for academic advancement of the rural colleges with special reference to Assam.

During the last two decades the fast tehnologies growth in the IT sector in India brought in tremendous changes in administration, accounting, trade management and research activities of the country. But application of IT facilities for the academic advancement of the Country appears to be very slow due to certain financial, infrastructural and planning constraints. Such constraints may broadly be classified into two categories–Infrastructural and Op-

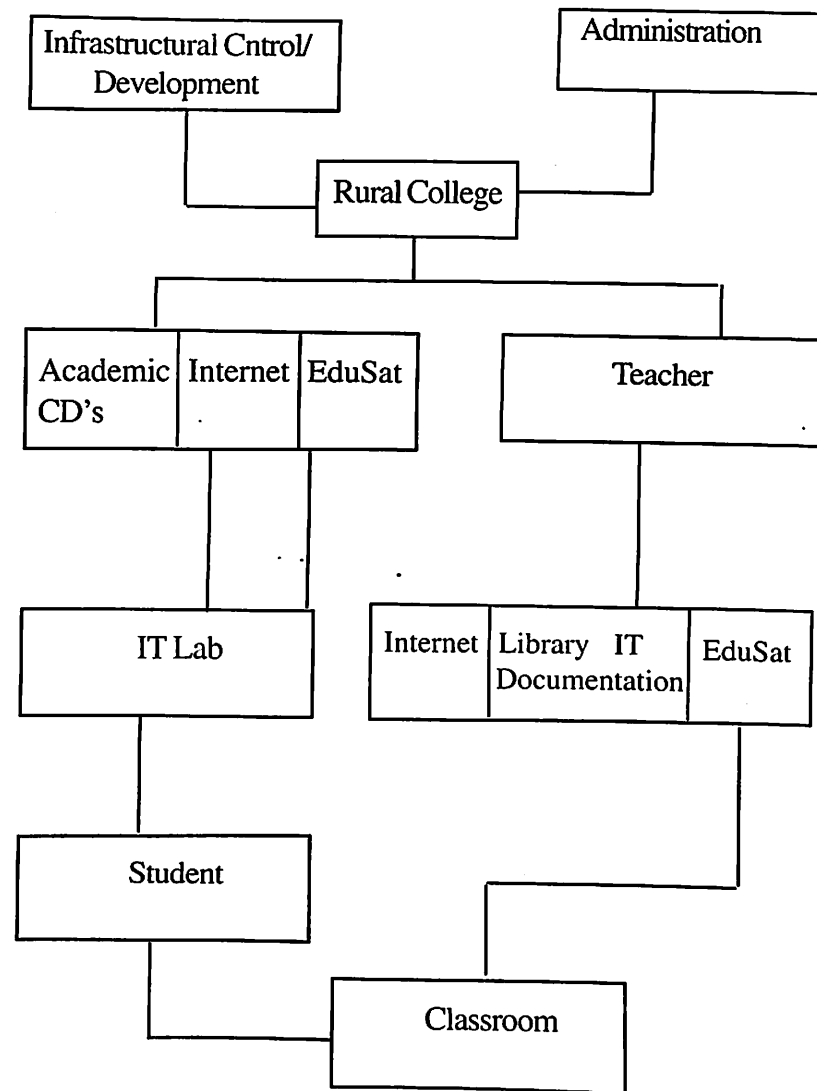


erational. The colleges located in the metropolitan cities could be able to utilize the benefits of the IT facilities for academic advancement of their students to a significant level due mainly to infrastructural advantage of such cities. But, in the rural colleges of India that enroll more than 80% of the college goers are, infact, deprived of such technological benefits that can lead them towards academic excellence.

Apart from the library automation and installation of administrative and accounts softwares into the rural colleges, IT facilities can be meaningfully utilized in the following aspects of teaching and learning process in a college:

1. Easy access of teachers and students to the national data bank, academic discussions and interactions, documentation within and outside the country through internet facilities.
2. Access to edu-sat facilities controlled by the Ministry of Human Resouces for standardization of learning process irrespective of locational advantages or disadvantages.
3. Acquisition of syllabus based CD's pertaining to successive classroom deliberations of colleges of national and international repute for each and every discipline in a college. Such CD's may be treated as conceptual knowledge base in every unit of a curriculum, which would be followed by class room deliberations of the departmental teachers of a college. Adoption of such an academic programme would definitely standardize both teaching and learning.
4. Creation of IT classroom cum laboratory for every classes of a college where a student can avail the advantage of his/her exposure to syllabus based CD's, internet facilities, and data bank interaction facilities. Such a programme would minimize waste of time by the students of rural colleges due to lack of infrastructural facilities.
5. Every teaching department needs to be provided with internet and research software facilities for the academic improvement of the teachers and their teaching.

A proposed academic need-based IT infrastructural model given below:



The present scenario of the rural colleges can rarely support an academic IT model as stated above because of the under mentioned constraints.

#### Infrastructural Constraints:

1. Most of the rural colleges are not able to provide their students adequate classrooms and basic library facilities. Further neither the Govt. nor the UGC has any planning for creation of IT laboratory and IT facilities for academic progress of the rural Colleges along with required financial and technical support.
2. Extremely erratic power supply in Assam that makes even the basic computer literacy for the students and the teachers of the rural colleges practically impossible even by making proper use of the few computers acquired by some colleges either under UGC scheme or from other sources. Thus, the rural colleges need self power generation system.
3. Installation of edu-sat facilities being a collective endeavour of a cluster of rural colleges, such infrastructural facility cannot be initiated by a single college.
4. Access to national data bank, research documentations etc. can be made operational for the college only by Govt. policy instrument.

#### The Financial Constraints:

1. All the rural colleges are unable to bear the recurring expense for maintenance of the IT facilities as stated above, for most of the such colleges are unable to provide the basic amenities like comfortable classroom, drinking water, supply of study materials like summarized statements of classroom deliberations, list of additional reading sources etc to the students.
2. Most of the rural colleges are suffering for shortage of teaching staff. The resource generated by college is inadequate to appoint additional staff for the maintenance of the IT infrastructure.
3. Introduction of such programme would need construction of IT

lab, installation of power generator, acquisition of educative CD's etc; which a college afford.

#### Management Constraints:

1. Majority of the college teachers of are not exposed to IT. They need some orientation programmes for effective utilization of IT facilities for teaching.
2. The teachers of the College will have to give additional time for comparison and improvement of teaching skill in relation to the acquired academic CD's on deliberation of reputed institutions. Thus, effective enforcement of work guideline would become a management problem.
3. The volume of the management and administrative work of the heads of the rural colleges would increase to a considerable extent and a division of such work would be needed.

For effective application of IT facilities for academic upgradation of rural colleges the undermentioned financial and infrastructural aspects are needed to be taken care of –

1. Provision for releasing fund for acquisition of computers, internet facilities, IT lab, and documentation center for such colleges by the UGC.
2. Creation of cluster of colleges for providing edu-sat facilities and creation internet dish antenna in selected localities of various different clusters. The maintenance expenditure of internet dish antenna should be provided by the UGC or the Ministry of HRD.
3. Introduction of VSAT facilities to cluster of colleges and its application as classroom aid. Such facilities will necessarily require Audio Visual tools, which will serve as pre classroom academic activity. The UGC must provide fund and infrastructural planning for such facilities.
4. Creation of teachers' IT education centers for each cluster of colleges to provide the teachers with adequate knowledge about



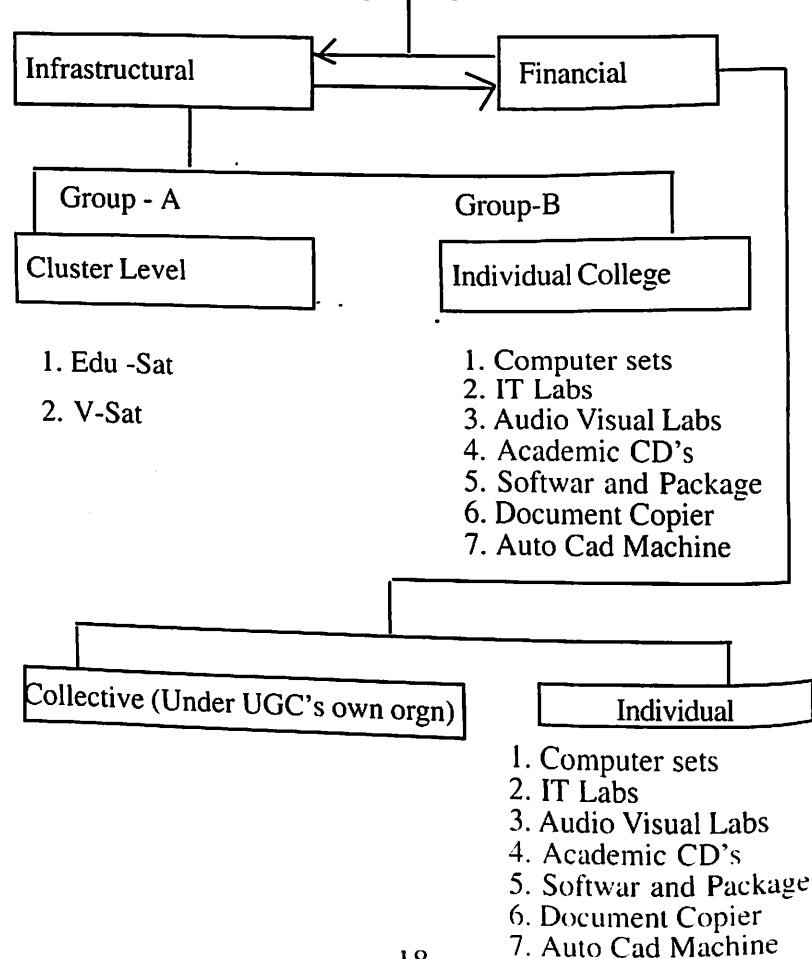
useful application of all the above facilities and to make them aware about the technological changes from time to time.

5. Provision of providing a power generator to each of the rural colleges, so that there is uninterrupted power supply at least during the working hours for proper utility of the IT facilities.

6. To provide all the colleges' adequate fund for acquisition of syllabus based CD's, library, administrative, accounts softwares for full fledged e-administration along with academic management.

An IT management model is given below

U.G.C. Input Requirement



## PROSPECTIVE MODALITIES OF TEACHING-LEARNING PROCESS IN COLLEGIATE EDUCATION OF RURAL ASSAM

**Runumoni Lahkar Das**  
**Pradeep Das**

Education seeks to develop latent facilities of an individual through different procedures and processes. Its basic objective is self-fulfilment and improvement of others. Since teaching is a complex process, there is no general unanimity on the number of skills and the nomenclature of skills. Also it has been recognised that for different subjects and different environment, different skills are needed. Teaching skills can be described in terms of a set of inter-related behaviours which aim at achieving predetermined desirable learning outcomes. These behaviours should be definable, observable, measurable and trainable.

Again, learning implies acquisition of experience, knowledge, skills and attitudes. It is a process of adjustment and making suitable responses in order to satisfy one's need. The process of learning generally involves-acquisition of new experiences, retention of old experiences in the form of impressions and skills, development and modification of experience, synthesis and organisation of the old and the new experiences resulting in a novel pattern and so on.

In the present day situation, the collegiate of rural Assam are not considerably lagging behind with those from the urban areas or metros. But, whenever we are going to conduct a teaching-learning process for the rural collegiate, we face unique problems like language barriers, lack of awareness, lack of proper feedback technologies aspects, etc. Again, the institutions in these areas of-

ten lack many things-adequate infrastructure, teaching facilities, etc. Who is to blame for all this? Perhaps all, except the innocent collegiate. Therefore, the entire process should be an attempt to prevent those problems and conducted in a properly planned way. Certain steps could provide ultimate solution to this situation.

Learning process is subjected to the environment to a great extent. The teacher must understand the phenomenon of this fact. He should not expect the urban students' behaviour from a student of rural area. In fact, the process of learning should be linked and correlated to the various kinds of maturation as different kinds of maturation are related to different environment. A student from an urban area may be matured in case of technology, communication, language, etc. while a student from a rural area would have different kind of maturation in agriculture, local language, traditional parameter, attitude, etc. Everybody knows that human behaviour results from its needs like food, shelter, sex, happiness, values, etc. Therefore, the teaching learning process should always direct towards these needs. Again, the teacher also should be acquainting with this particular fact for introducing the learning of a particular activity or modes of behaviour. In this way the whole process will be doubly rewarded.

The researchers have stressed that the whole process of teaching-learning requires different skills for the students from different areas or environment and whichever subject the teachers teach.

Teaching is an art. It is a system of actions which induces learning through interpersonal relationship. In the classroom, teaching is done through the introduction of a lesson or topic. How a teacher introduces a lesson determine to a great extent the efficiency of a teacher. In a class the teacher has to impart instruction to a group of students. Students differ in intelligence, language, attitude, memory, experience and many other aspects. While introducing a lesson the teacher has also to keep these differences in mind. Thus in the introduction of a lesson the teacher needs special skills. Introduction should not be abrupt or haphazard. It should be smooth.

smooth like the opening the petal of a bud into a blooming flower.

The skill of successful introduction induces two components- (a) Use of previous knowledge and (b) Use of proper and appropriate devices.

A teacher always wants to give new knowledge to students. Thus the use of previous knowledge in introduction serve as a bridge between old knowledge and new knowledge. The use of appropriate devices help in making the process more effective. As the introduction of lesson is done at the early part of class teaching, the success of teaching depends to a great extent on this process. But the duration of introduction should not be more than 5 to 7 minutes.

Every teacher before he begins his teaching must plan out the objectives of the lesson, which he wishes to teach. He must write down the instructional objectives. The instructional objectives are those which are desirable outcomes of learning experience. The desirable outcomes are the way individuals are to act, think or feel as a result of participating in instructional activities. They are classified in three domains: Cognitive, Affective and Psychomotor. Blown and his associates classified the instructional outcomes in terms of educational behaviours which extend from simple to the complex based on the levels of learning.

Cognitive Domain - knowledge, comprehension, application, analysis, synthesis, evaluation.

Affective Domain - receiving stage, responding stage, valuing stage, organisation stage, characterisation  
by a value or value complex.

Psychomotor Domain - perception, guided response stage, mechanism stage, complex over the response stage.

In this process, questioning can play a vital role in learning, teaching and testing as it is one of the most important skills of teaching. If used in the right way and at the proper time questions lead to realm of understanding. They serve as a means of organised knowledge, correlating the results of educative experiences and of inte-



grating personality. It is said that the success and efficiency of our teaching depends more on the skill and judgement with which we put questions than any other single circumstances. Questions can be classified into four types: Introductory or preliminary questions, developing questions, recapitulatory questions and Evaluating or testing questions.

Questions are asked with a definite purpose in view. The purpose of questioning can be summed up as follows:

1. It helps in testing previous knowledge of students.
2. It helps students to recall previously learnt things.
3. It helps them to think over something.
4. It enables them to reason about something.
5. Feedback from students is best achieved by questioning.
6. It also helps the teacher to evaluate the effectiveness of his teaching.
7. It helps students to remain alert and attentive.
8. It simulates the curiosity of students.
9. It helps in securing the co-operation of students.
10. It also helps students in ascertaining whether they are following the lesson or not.
11. It also helps teacher in diagnosing the weak points of students.
12. It helps in linking new knowledge with the old.

But, questioning may fail to achieve its objectives if the questions are defective. Questioning is an art and hence it should be learned and practised carefully. The language of the question should be clear, simple and interesting as far as possible. Questioning should be definite and not be ambiguous, lengthy and vague. They should be neither too easy nor too difficult. It should be graded. Questions should be relevant to the topic and not be suggestive of the answer because they fail to encourage mental activity.

Here, one should keep in mind that questions should be addressed to the entire class not to a particular student and the mode of asking questions should be pleasing. Adequate time should be given to answer a question should be answer this question. Phrases like, "can you answer the question?" should be avoided.

Echo questions such as "RBI is the central bank of India, what is the central bank of India?" should not be asked. Echo questions do not encourage thinking or reasoning.

Demonstration can also be implemented in this process as it is a skill of teaching and plays a very important role in teaching-learning situation. It is a form of visual explanation of different teaching components. A demonstrator can display in a concrete way how different things are done or how different phenomenon happened. For example, a teacher of Banking can demonstrate how a bank performs its day-to-day functions by bringing the students to the local bank branches. A language teacher can demonstrate how to make the movement of the tongue and lips in the pronouncement of letter. A mathematics teacher can demonstrate how to work out a sum, with the help of blackboard. Thus demonstration concretises teaching as it helps in the explanation of the study materials - be it material object or abstract ideas.

In some form of teaching, mere verbal explanation may not bring effective result. A combination of demonstration and verbal explanation will help in the optimisation of learning. To make the demonstration effective the use of different teaching aids such as blackboard, chalk pencils, maps, charts, globe, etc. are must.

Blackboard is one of the most commonly used and most valuable device to make teaching effective, concrete and understandable. The blackboard and a piece of chalk are valuable tools for resourceful teacher. In explaining a difficult word or a vague statement a teacher can illustrate the same by drawing a diagram or a sketch or writing the summaries. Diagrams and sketches are often more useful than a picture. A teacher can draw a diagram or a sketch with little effort and practice. It does not require any special aptitudes on the part of the teacher. The use of blackboard should be judicious. After the completion of teaching of one topic or a part of a topic the teacher should erase the blackboard. Otherwise instead of paying attention on what the teacher is saying, the students will pay attention on what is written on the blackboard. This distracts student's attention. One of the qualities of successful

teacher is the ability and readiness to draw diagrams easily, rapidly and neatly on the blackboard.

At the closure, the teacher can end the lesson with summarising whatever is taught or reviewing the work done in the class period. Home assignment may also be given. The teacher must also evaluate whether he is able to achieve his objectives of the lesson which he has set before starting his teaching. For efficient closing of the lesson the teacher must possess the skills of summarising, anticipation or motivation, distribution of time of the period, giving home task, self-evaluation of his own work.

Another mentionable point is the mastery learning technique of instruction developed by Bloom and his associates. It is a recent innovation in the sphere of education. It implies a systematic approach to the process of teaching or instruction. It is based on the idea that all students are potential learners, and that everybody can learn equally well, provided the teacher presents the subject matter in a systematic manner.

Mastery learning is adopted to suit the capacities of the learner. Its chief objective is achieved through systematic planning, proper motivation, between methods and materials for learning, self-guided instruction and objective based evaluation.

Procedure of Mastery Learning:

There are two approaches for Mastery learning:

(i) Group based/ teacher paced approach: Here, the students learn co-operatively with their class-fellows, and the teacher controls the delivery and flow of the instruction.

(ii) Individual based/students paced approach: In this approach, the students learn independently of their class-fellows, and each student controls the delivery and flow of instruction, i.e. every learner learns independently and he himself controls delivery and flow of instruction.

According to the mastery learning technique, first of all, the concept of mastery learning is explained, and after that systematic instructional material is prepared, which consists of a number of units or steps. One unit is thoroughly mastered before going

over to the next one. In this way, mastery of the whole of the material is achieved.

Procedure or Steps in Mastery learning:

I. **Explaining the Meaning of Mastery** : The students are explained clearly the meanings of mastery in a content area. They are also explained the concepts involved the processes to be followed and adopted, the skills to be employed and the amount of time to be taken for the mastery of a particular content area.

II. **Planning the strategy for Mastery**: The teacher divides the course to be taught for mastery into series of smaller learning units each of which will be covered in about two week's time. These units are not independent of each other, rather they are in a sequence, one leading to the next one.

Then, for each unit the teacher constructs diagnostic tests and evaluation instruments. These tests are integral part of each unit instruction and provide specific information specifies a score of performance standard on each test. A score of 80 to 90 per cent indicates the mastery learning.

III. **Orientation for Mastery**: Before the teacher actually starts teaching for mastery, it is essential that he should explain to the students what they are going to learn and how they are going to learn; what should be the outcome of the learning and what standard of attainment is expected of them. This will provide the necessary orientation and motivation to the students for learning.

IV. **Teaching for Mastery**: After proper orientation and motivation the teacher first learning unit using the group-based teaching methods. After teaching one unit of the lesson, the teacher administers the unit's formative test to the entire class. On the basis of the test-score, the teacher certifies those students who have achieved the unit mastery standard, and identifies those who have not. Those who have not attained the mastery standard are asked to use the appropriate correctives to complete their learning units. After all the students have mastered the unit, the teacher starts with the teaching of the next exactly in the same manner. The teacher repeats this cycle of initial instruction, diagnostic testing



and certification or individual correction, unit by unit, all units have been taught.

But for conducting successful mastery learning certain conditions must be fulfilled as given below.

1. A learner's aptitude plays a very important role in mastery learning. Learning will show more progress in the fields of learning for which he has the aptitude as aptitude is the innate ability of the learner in a particular area of learning.
2. High quality of instruction is very essential for mastery. Learning for mastery requires very effective type of instruction. The success of mastery learning will depend upon the quality of instruction provided by the teacher.
3. Teaching-learning is a two-fold process, and therefore, if on the one hand, the quality of instruction is important, on the other hand, the ability and capacity of the learner will help in mastering the material. The curiosity to learn and the ability to learn are important factors in achieving mastery learning.
4. In addition to good instruction and the ability of the learner, another important requirement is perseverance. This implies that the learner must have the necessary will power to learn. In other words, long and continuous practice is essential for mastery learning.
5. Another important factor is the time allotted for this purpose. The time allotted must be appropriate for acquiring mastery over the subject-matter. A lot of time is required for practice resulting in the mastery learning.
6. Mastery learning necessitates the use of learning materials like textbook, library and audio-visual aids like charts, models, pictures, etc. That is, proper equipment is essential for mastery learning.
7. Another very important requirement is through preparation by the teacher. A full previous preparation of instructional units by the teacher is necessary. A teacher must be fully conversant in the content unit to be set for the learning of the students.

Assam has been embarking on a massive programme of modernisation of life and living. But rural people by themselves would not be able to ensure technology based modernisation with-

out continuous help from the college. Students community participation in modernising activities is itself a motivating factor for students for further learning with realistic outlook.

Here, the teacher's role assumes great significance in teaching-learning process in collegiate education of rural Assam. Firstly, the teacher has to decide that the students are expected to learn. Thus the course content is divided into a number of units of learning. The teacher then, devises methods and devices for the affective teaching of various units. He has to see that particular unit must be mastered thoroughly before the students are allowed to proceed to the next unit.

The students must be encouraged and motivated to take a large measure of responsibilities for their own learning. The teacher's function is mainly to guide the students individually. These will contribute more than anything else to the individualisation of instruction. In this way, every student works at and learns at his own pace. Thus, no student will be over-burdened. If properly followed the mastery learning procedure of teaching-learning can prove a great success in collegiate education of rural Assam. □

# PROGRESS OF COMMUNICATION SKILL THROUGH ENGLISH TEACHING WITH A SPECIAL REFERENCE TO RURAL COLLEGES

Harehrishna Sahoo

## Introduction

India has celebrated the golden jubilee of her independence. Our leaders are busy reckoning the gains and losses, the scholars are engaged in collective search for a new educational pattern for the new millennium against the backdrop of fifty years of educational development. At this transitional point, it is necessary to review the progress of English teaching in our country.

The fate of English language teaching is not bright at the boards and the universities level. The academic position are overshadowed by non-academic ones and the teaching of English remains an activity, questionable in its relevance. By and large, things are controlled by non-academic considerations and planned and executed by non-teachers belonging to the higher bodies. 'Dharna' by politicians against the use of English in the competitive examinations and debates in the Parliament in 1994 have once again given rise to a controversy in the present socio-political context. "The Hindu" (May 20, 1994) commented that most of the members who took part in the heated discussion during the zero hour were "ill-informed about the status of English in the UPSC examinations and were carried away by sentiments rather than by reason and facts. "They seemed to have hardly been aware of the nature of English as a world language and the importance of its role in a country like India.

## Importance of English Teaching

English plays a vivid role in producing and promoting changes and accepting new trends in the society. English generates modernity, imparts new knowledge and skills and provides a formal system of living which is found in the advanced countries of the world. It helps us understand science, technology, social sciences, indus-

try and health. Language experts agree that English learning is a very important aspect of life. English has enjoyed a unique place in the curriculum of Anglo-Vernacular schools in India. It has been used as an official language - the language of administration of courts, legislature etc. It is a language which has a rich literature and also covers the vast spectrum of studies.

## English as a National Link Language

Pundi Jawaharlal Nehru once said, "English is our major window on the modern world." English is the only unifying link in our national life. Without English, there can be no dialogue among persons from different states. English, thus, helps develop national integration in India. Considering the role of English as link language, Pt. Nehru said, "If you push out English, does Hindi fully take its place? I hope it will. I am sure it will. But I wish to avoid the danger of unifying factor being pushed out without another unifying factor fully taking its place. In that event there will be gap, a habitus. The creation of only such hiatus or gap must be avoided at all cost. It is very vital to do so in the interest of the country. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future." Dr. Zakir Husain in 1966 considered the teaching of English as "essential for the people engaged in the colossal task of changing the static society into a dynamic one." Maulana Abul Kalam Azad also reiterated in the same vein.

## English as International Link Language

English has been the medium of international communication in the modern age. Ideas, new and old, in the different spheres of human activities spread around the world through the medium of this language. No other language in the world has such vast potentiality and effectiveness.

## English as a Language of Cultural Interaction

Much of cultural give and take among different nations of the world takes place through the medium of the English language. English, in fact, is the most important repository of world culture. Mahatma Gandhi also observed. "English is a language of international commerce, it is a language of diplomacy and it contains many



a rich literature, it gives us introduction to Western thought and culture."

### **Wide and Varied Literature**

It is flexible vehicle of thought. English literature is not only of immense richness but also a storehouse of most of the important literary works produced in other languages. It has to continue as a second language in India. This has to be noted that during a vast span of several centuries. English has taken firm roots in our country so much so that it is as much a language of India as any other.

### **Government Policy and English Language**

The Government of India framed its language policy in consideration of the recommendations of different commissions appointed by central government from time to time. The Radhakrishnan Commission in 1948-49 suggested that "in the university no student should be allowed to take degree who does not acquire the ability to read with facility and understanding the works of English authors. "The National Integration Commission, 1962, suggested adoption of the Three-Language-Formula. The Indian Education Commission (Kothari Commission, 1964-66) also recommended the Three-Language-Formula and suggested compulsory learning of English as a second or third language for a duration of six years and three years in the non-Hindi speaking and Hindi speaking areas respectively. The aforesaid recommendation has been incorporated in the New Education Policy, 1986. The policy was implemented by all the state governments and union territories except UP and Bihar. Subsequently, The Action Plan, 1992 embodying the pattern of 10+2+3 was introduced.

### **Disparity in English Language Teaching**

Different policies have been introduced for teaching of English language in different states from time to time. The formal education in India is imparted by three types of school- Kendriya Vidyalayas, Public Schools and Government Schools. Whereas the standard of English language teaching in the central schools and the public schools is tolerable, even satisfactory, the situation in the government schools is deplorable and chaotic. These schools are

so loosely managed that very little can be expected of them. Secondly, there are no specialised teachers of English in these schools. Thirdly, some teachers do not follow discipline and forget morality which has a bad hold on the students. The teachers, in this case, are just time-passers. The tragedy is that the vast majority of our boys and girls are admitted to such schools. In Bihar education stands very low in the priority order of the state governments. This is the main cause behind the falling standard of English. Even at the college or the university level, the position regarding the teaching of English language is far from satisfactory. The syllabus is old and stereotyped and the teachers are untrained, dull and enigmatic without any commitment. The students avoid attending the classes and the management helps them in doing so.

### **National Qualifications Framework (NQF)**

The English speaking countries of New Zealand, Australia and England have introduced a new framework in their education system which is known as National Qualifications Framework (NQF). The NQF provides opportunities to people to receive national recognition for their skills and qualifications. It offers, in the West, greater flexibility for the learner and removes many traditional barriers of learning such as attending to a formal training and each is registered at an appropriate level on the framework. In the UK, there is the National Vocational Qualifications (NVQs) which are designed at five levels. The levels reflect increasing levels of complexity and responsibility in a job role. In New Zealand the framework has eight levels, ranging from achievement comparable to school certificate at level one, through to post graduate qualifications at level eight. The NQF, being established in 1991, is a government authority and appoints agencies known as 'qualification developers' including industry training organisation, universities, polytechnics, examination boards etc. who are accredited by the NQF.

In this context, the application of NQF in India is to be considered. The NQF developed in the English speaking countries is based on the experiences of these countries which are facing

unprecedented demand for higher qualifications. Though some of the countries have internal problems like ethnic inequality, they do not have serious problems from which India is suffering.

Further, India has not yet achieved a minimum threshold level of 20% of enrolment in higher education and universal literacy to go into such experiments. However, the country must opt for such frameworks sooner or later as most of the students of India consider these countries as their destination points.

### **Indian Studies**

Studies on information needs and use pattern of researchers in English language and literature in the Indian context are very scarce. In a user survey conducted by Vyas and Reddy (1983) in the American Studies Research Centre (ASRC), Hyderabad with special reference to the use of periodicals, 83% scholars are found doing research in literature only. The further break up shows 75% scholars in American Literature, 5% British Literature and 3% are engaged in general literature including criticism. However, the British Council has made substantial contribution to English language teaching and research. British academics are always among the leaders in English language teaching methodology and computer use.

For example:

The working language of the European Community: a guide to learning resources.

In India Central Institute of English and Foreign Language (CIEFL) is specialised one having enormous collections in English language teaching and literature.

Despite all these, we have to think for the students of rural colleges. India is a country of villages. The students of the rural colleges face innumerable problems which are acute for them for taking higher education. They lack in nutrition; they do not get proper communication to the colleges for roads and vehicles; load shedding is a perennial problem for them; they are unable to purchase books and study materials; they are unable to pay admission fees, tuition fees and examination fees; they abstain from enjoying vocational tours on excursion; and lastly, they are deprived of com-

puter facilities etc. Despite being poor, they keep up striving for a good result. But unfortunately, many of them are hindered to touch the threshold of Bachelor Degree in rural colleges. As such the government should pay a keen attention first on the rural colleges of our country.

### **Role of the Teacher**

We have seen that a mastery of the four basic language skills - Listening, Speaking, Reading and Writing involves knowledge of the essential elements of the language. To develop these skills in English the learner will have to know the fundamentals of English grammar.

It is important that materials, courses and methodologies are modified, wherever necessary, to cater to the local needs, especially to the needs of the students of the rural colleges. The focus must shift from teaching as a 'unidirectional, teacher-centred, knowledge-oriented activity to learning as an interactional activity, involving sub activities like problem solving, group work, drawing inferences, making generalisations, participating in a variety of other activities.

Needless to say the teacher has an immense role to play in the language classroom. The need of the hour is the availability of competent teachers of English. Without them the best syllabus would not be worth the paper it is written on. Even the most effective methods of teaching would dwindle down to mere mechanical rituals if the teacher himself does not know the subject matter.

### **Conclusion**

It is suggested that the Government of India as well as the state governments should formulate and adopt a uniform policy of English language teaching in schools and colleges from bottom to top with a view to developing the standard of English among the rural students of the country. All the universities of the country should agree to prescribe common minimum courses for the students, abide by singular examination system examination system with common dates and follow common holidays and vacations. This is the right time for the central government to formulate law for

developing the necessary infrastructure for proper training of the teachers so that real atmosphere could be created for natural socialisation of English learners from lower level in the formal education system. □

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## TEACHER AND TAUGHT EXPOSURE TO IT FACILITIES IN RURAL COLLEGES - PROSPECTS AND PROBLEMS

Dibyajyoti Saikia

*The Oxford Advanced Learner's Dictionary defines IT (Information Technology) as the study or use of electronic equipment, especially computers for storing, analyzing and sending out information.*

It goes parallel to the computer technology and communication technology. Its aspects are Computer, Multimedia, E-mail, Fax, CD-ROM, Information networking, Communication technology, INTERNET and their applications. Information technology has revolutionized the world of higher education system of India at par with the rest globe and sometimes in a higher degree. And thus some people like to call IT (Information Technology) as IT (India's Tomorrow).

It is the need of the hour that there should be a country-wide information revolution. Even the remotest corner of the country is to be connected by proper networking if we are to explore India's human resource for some fruitful gain.

Information is an invaluable resource. Information, information and information everywhere. In current day society there is a dominant trend of information explosion is changing the roles of the different information seeking communities in a positive way paving the way for further developments. The information explosion is and will effect the destiny of mankind. The education system shall be largely effected by the information explosion. The modern education system is no longer knowledge based but information based. The modern education system shall have to emphasis on social justice, cultural development and the specific outlook of our countrymen. The information technology has become a part of the education system.

**Objective:**

1. In what ways the rural students as well as rural colleges will be motivated in to IT sector.
2. How can they be facilitated from information technology.
3. How It exposure comes to rural colleges premises.
4. Through IT sector how rural students can get employed.

Some very special characteristics of IT are effectiveness, efficiency and innovation. It enables one to become most interactive, less error maker. It's effectiveness lies also on the fact of it's transparency and searchability. It's efficiency lies in it's swift working and cost-effectiveness.

In today's academic world the considerable increase in its use of information technology. The network PC, E-mail, the Internet, on off line databases, the world wide web, electronic publications, discussion lists and news groups electronics conferences, digital libraries and knowhots are but a few of the trends which influence the daily working of the professional community. It is no longer possible now a days to concieve of education without information technology.

Today the conceptions of learning are changing. The roles of teachers are also changing. Here comes the importance of proper exposure to the teachers and taughts of rural colleges. Unfortunately, till date some of the college teachers are not equipped with the skills of those technology that are used for accessing, gathering, manipulating and presenting or communication information. Realising the fact, though the U.G.C. has taken certain measures to make the college teachers skilled in information technology. The effort made by U.G.C. does not seem to serve the purpose in a sufficient manner.

College teachers are the torch bearers and ole models in a society particularly in rural context. They are the friends philosophers and guides to their next hand students. These teachers have to mould their students to the changing waves of education. career

options and the society at large. When these teachers are equipped with latest technologies they are the best media to confer the importance of IT to their taughts. To turn the rural human resource as skilled men power is the challenges before today's India. Problems are many in meeting this challenge and prospects are there too.

- 1) IT minimize distance which in turn facilities rural students to get higher education.
- 2) In fact IT can tie the entire world in to one class room.
- 3) IT provides reliable valid up to date precise and complete information. Low quality information may mislead and even destroy the purpose and aim of education.

**Problems:**

- 1) It is next to impossible to connect all the rural colleges with INTERNET. If though connected the facility can not be ensured for all the hours because of lack of regula power supply. Moreover the infrastructure facility is not strong enough to facilitate all the students to NET.
- 2) The college teachers basically remain in a high air and become reluctant to learn further that is a major hindrance to exposure to IT.
- 3) Skilled men-power basically prefer an urban life and reluctance to stay in a village by those skilled persons actually cause the rural students remain in dak about IT.
- 4) Rural students basically hail from poor economic back grounds and like to stay away from high sounding latest technologies.

If these problems are moved away with there may be a great turn to IT exposure in rural colleges.

We can expect in nearest future that U.G.C. takes some more effective steps for IT exposure of college teachers in general and teachers of rural colleges in particular.

Govt. and U.G.C. should allocate more funds for IT exposure in rural colleges for organizing, seminars, workshops etc.



If though all the schools and colleges are not connected with INTERNET there should be collaboration of local administrative units particularly with C.I.C (Community Information Centre) etc. Centre for development of Advanced Computer (C-Dac) is scientific society of Ministry of Information Technology. This society can also arrange workshops in rural colleges time to time to motivate the rural students to IT sector.

The rural colleges can run some A.I.C.T.E (All India Council of Technologies Education) approved quality courses on their own providing fess concession to economically backward students. The Director of Technical Education can also launch certain online vocational courses in rural colleges in collaboration with NIIT, Aptech etc. to help the rural students in employment generation. □

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## INTEGRATED APPROACHES FOR HUMAN RESOUCSE DEVELOPMET IN RURAL COLLEGES

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Abstract:- The present education system that has produced serious problem of educated unemployment becomes ineffective in the present context. This needs an urgent change of our educational policy and programme. This means an effective HRD programme that includes proper human esource developmet, teaching and training to grow professionalism both mentally and physically, execution and proper management of college education, research, training, organizational designing, system for reviewing and supervising with feedback, social commitment and service, scope for uplift-ment of individual and the organization and proper placement in the society by producing skilled person. Such kind of education can only be effective to our rural society of Assam.

Introuction:- India is the second populous country in the world which has already crossed one billion population. In or state Assam too, the population has been alarming increasing in compare to some other states in post independence of our country, the number of primary institutions has been increased by 3 times, middle class by 15 times, high school by 17 times, colleges by 12 times. Almost 83% of the youths are educated by formal education while only 17% are by informal are almost 93 lakhs in 1999-2000. The number of colleges an universities at present in the country are 11594 and 254. The number of colleges in rural and urban areas are 4683 and 6911 respectively. This shows that almost 40.4% are in the rural area. The amount of expenditure on educational sector was only 1% of GDP during 1951-52. it was increased to 2.33% of GDP during 1972-73 and in 2000-01 it was 4.11% of GDP.

The increasing of number educational institute and number of student in our country and the state in the secondary and higher level has created problem of educated unemployment. As per as the labour ministry govt. of Assam, the number of unemployment youth in the year 1997, unemployed graduate is 12, 84, 280. Among them the number of engineering unemploed graduate 15,302 post gaduate holder 4983, arts science and commerce graduates is 83,997, higher secondary passed are 4,2581, engineering diploma holder are 6210, under metric student 4,32840. The present scenario of unemployed youth in our state is almost 18 lakhs.

Looking to picture of our state, it becomes urgent need to change our educartional policy and the system. In Assam 80% population are from rural areas. This is why moe than 80% of our colleges are in rural areas. Therefore in order to improve the higher education particulaly in the rural colleges, the educational system should be an effective HRD programmes that can produce skilled experience youth who can meet the chalange of the evolving situation. The students from the grassroot level should be made partner in proper HRD programme that can yield extra-ordinary result even form an ordinary students. Such an educational programming commonly called integrated human resource development and programmming (IHRDP).

The most basic idea of an IHRDP is that the human resource are the most important assets for an organization or state or a nation and there effective management is the only key to success.

#### **Concepts of IHRDP:**

The need of 21st Century is the multidimensional educational system that includes the human resource development, training to grow professionalism both mentaly and physicaly, executing and management in college education, research, training, organizational designing, system for reviewing, scope for upliftment of individual and the organization and lastly the proper placement of their product at different levels. This is the programmes that only improve

the organization like our college in rural areas of Assam.

An effective IHRDP is that one which include all kind of functions and activities such as teaching academic programmes research, scholarships, students, stuffing's, buildings, faculties, equipments, service to the community, economic environment, evolutions and quality improvements, reviews, at better placements in the market.

IHRDP is a process not merely a set of mechanism and techniques but is a continous process without limit with proper planning and management that to be examined periodically to see whether they are promoting the systems or hindering it. And efecting IHRDP is that which has the goal to develop-

- i) The capabilities of each employee as an individual.
- ii) The capabilities of each individual in which to his or her present role.
- iii) The capabilities of each employee in relations to his or her expected future role.
- iv) The Dynamic relationships between ecah employee with his or her superior.
- v) The team spirit and functioning in every organization or departmental unit or group.
- vi) Collaboration among different units o organizations.
- vii) Organizational health and self-reviewing capabilities.

#### **IHRDP Mechanism:**

To achieve the objectives in an IHRDP the system should have the following process of mechanism.

- i) Performance appraisal
- ii) Potential appraisal an development
- iii) Feedback and performance coachings
- iv) Carrier Planning
- v) Training

- vi) Organizational development
- vii) Rewards
- viii) Employee welfare and quality of working life
- ix) Human resources informations

#### Planning of IHRDP:

The IHRDP mechanism should be guided by corporate plans particularly with human resource planning and designing and the basics of ideas as-

- i) Human resource are the most important assets of an organization.
- ii) Human resource can be develop to an unlimited extent.
- iii) An healthy climate, environment with enthusiasms trust, mutuality and collaboration is essential.
- iv) IHRDP should be beneficial to individual as well as the organization.
- v) To increase the employee's commitment to self discover and grow capabilities.

#### Supervision:

For an effective supervision the supervisor has to work:

- i) The difficulties of their subordinates and try to remove them.
- ii) To understand the strenght and weakness of each individual and organization and try is essential.
- iii) To help the subordinates become aware of their positive contribution.
- iv) Encourage subordinates to accept more responsibilities and challenges.
- v) To help subordinates to acquire new capabilities.

#### Feedback:

Supervisor has the responsibilities for ongoing observations and feedback to subordinates about their strength and weakness as well as for guiding in improving the programme.

#### Social Commitment in IHRDP:

An effective IHRDP in a rural college should include some social commitments. The followings are some examples where an IHRDP directly benefitted the society in many ways. By setting up an women study center in the college and taking innitiative some department or a group the women, adolescent girls and boys of the catchments area can be motivated by the many ways as -

- i) Women empowerment for economic independence.
- ii) Health and hygiene specially during adolescent period. (11-14 yrs for girls & 13-19 yrs for boys)
- iii) Environment and personal sanitation,
- iv) Importance of food & nutrition from the adolescence periods, girls education.
- v) To uplift social taboos and believes from the societies by providing know how to "Krishori manch" in the villages,
- vi) Laws and rights of the women to defend themselves from social and economic injustice i.e., from sexual exploitation, wages, working conditions etc.

Introduction of the careering oriented subjects that can produce skilled and experience person who can motivate the rural people of the catch men area to utilize available technical know how for improvement of quality production for example Mushroom cultivation, Utilization of bio-fertilizers, Horticulture farming, Aromatic and Medicinal Plants farming etc. □

#### Conclusion:-

Thus an successful IHRDP is that one that includes all kinds of function and activities such as effective teaching and learning, academic programming and planning, research, scholarships, students, stuffing's, buildings, faculties, equipments, services to the community, economic environment, evaluation and quality improvements, proper supervising, reviewing and using feedback, and lastly better placement in the society and market by producing experienced and skilled person.

# **DYNAMICS OF COLLEGIATE EDUCATION IN RURAL AREAS OF ASSAM: PERSPECTIVES AND SOME INNOVATIVE MEASURES**

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The collegiate Education is the foundation part of the higher education with diverse range of courses to respond to the aspirations of intending learners. It provides bases for the newly emerging occupational patterns of the society. This is simultaneously coupled with demand for updating and enriching the content and quality of higher education modules and courses. Besides, promotion of skills for self-employment and international compatibility has also become imperative. Again, in context of globalisation, information explosion, emerging dominance of market economy, the issue of management of quality has taken a new facet. Infact, every sector of the society is demanding better quality educated person to cope with the growing challenges of quality and expertise.

Inspite of so many inadequacies, the rural colleges have been contributing disseminating knowledge and education in the society at large and that is why the role of the rural colleges in higher education cannot be ignored. But in the light of above the circumstances the plight of the rural colleges should be studied with restropection and great caution because the colleges of rural areas are still fighting for basics infrastructure, low enrollment, heavy dropouts, poor result, financial starvation and above all the poor quality imput. Generally, the students of the rural colleges come from the masses and not from the classes. No high aim is put before them at the time of entering the college. Besides, most of them opt for the collegiate education in the absence of other alternatives and due to the easy excess to the colleges. So, excellent

output from these poor inputs cannot be expected. This is the reason why ultimately all has turned into mass higher education without any serious consideration for quality.

With 87.1 percent rural population, according to 2001 census, Assam is predominantly a rural-based state. Here, about 85% of the colleges are getting inputs from the country side and though a sizable section of the colleges is situated in small towns and semi-urban areas, their catchments areas are basically extended to the remote corners of the villages. So the collegiate education of Assam can be considered as rural-based.

Keeping this view in mind, an attempt may be made to focus on the dynamics of collegiate education in rural areas of Assam. Here 'dynamics' would mean the vast power and potential of collegiate education which would unleash the force necessary to determine the depth and direction of change of necessary to achieve institutional as well as social goals.

In the present system of collegiate education the teaching is primarily the implementation of policy and curriculum of affiliating universities. The teachers don't have the partnership feeling or the creative role in formulation of its contents and deliberation. But the collegiate teaching should not be a routine repetition of information sharing exercise uninteresting and outdated courses in the class rooms with inadequate teachings aids. Infact, this systems is not satisfactory because time has changed a lot and the present situation demands quality instead of quantity, expertise then knowledge and some courses that suits the present needs.

College teachers must come forward to take the challenge of the present day situation. They must try to equip themselves to become useable because the students of today are better informed than those of yesteryears. He must also realised that in today's world, the most important resource is no longer land, labour or capital. It is the knowledge and /or expertise. Again the socitey has also gone more competitive with fewer avenues being available for which to there is stong competition.

The collegiate education should endeavour to help the stu-



dents to develop their potentials with right attitudes to provide society with competent men imbued with a sense of social purpose. It has also maintain a symbolic relationship between teaching and learning activities the promote equity, justice and social harmony. But to do this, it is seen that along with some other drawbacks, most of the rural college of Assam neither have adequate classrooms, library and laboratory facilities nor they have adequate teaching aids like proper blackboards, OHPs, reading materials, maps etc. A vast majority of teachers in these colleges are also not aware of the UGC programs, guidelines and projects. But time has come to change the monotony and mental setup. The following are some of the innovative measures which can be adopted in rural colleges of Assam –

(1) Awareness programs for the stakeholders–

For all round development a whole hearted involvement of stakeholders is most essential. To ensure this, awareness programs should be arranged by the concerned university at least for the administrators, teaching and non-teaching staffs and simultaneously effort should be made for the inspiration and confidence building exercises.

(2) Awareness programs for the parents on the importance of quality education and to ensure maximum attendance–

In this study it is seen that along with academic and administrative problems a few cultural problems evolved due to the local event in rural areas need special attention. These include–

a) Lack of initiatives from parents due to unawareness of quality education.

b) Direct involvement of students in dirty politics through out the year, which spoils their academic career etc.

To overcome them, some awareness programs should be organised and along with the prevailing administrative actions, some other steps should be taken to ensure at least 75 percent of attendance of the students in their classes. For instance the syllabi of the course may be made such that without attending 75 percent of attendance a student cannot comprehensively complete them.

(3) Home assignments and monthly tests for the students–

In higher educational institute the practice of giving home assignment to students is not generally seen. Home assignment keeps both students and teachers attentive, vigilant and cautious. So, if this practice can be implemented, it will yield good result.

Some monthly tests may be made obligatory in the interest of the student community. This will help not only to know the progress of the students but also to make the students more study oriented.

In fact homework and class tests will provide soil for the congenial relationships between teachers and for the peace in the institute.

(4) Organisation of group discussions, seminars etc, among the students–

At present in high educational institutes, classrooms and libraries are only the major avenues. But in addition to these, group discussions, seminars and extension lectures should be regularly organized to develop the quality of free discussion among students. Debates and discourse may also prove to be effective for the enhancement of argumentative capacity of the students. Sufficient time also should be spent to develop teamwork among the students. This will help them to think a problem in team.

(5) Measures for appointing quality teachers and improving in-service teacher quality–

\* Introduction of the model class at the time of interview –

For the sake of improvement of quality of teachers a free and fair appointment policy should be mentioned. Besides merit, behavioural aspect should be considered. Due importance also should be given on teaching oratory capacity of candidates. For this, tests of practical classroom teaching may be taken.

\* Provision of exchange of teachers and sharing of ideas –

There is a system of exchange of teachers in certain developed countries. As it facilitates mutual learning, so this system of exchanging teachers for short periods may be adopted. For this, the process of clustering of colleges may be initiated.

\* Encouraging participation of teachers in seminars / conferences—

Seminars, workshops, conference etc. give sufficient scope for getting exposure to advanced ideas and innovations in the various faculties of teaching and learning. So teachers should be encouraged to participate in these academic activities. This will not only help to promote formal knowledge but also to promote informal linkage among teachers working in different places.

\* Encouraging self initiated effort of the teacher to update knowledge and skill—

An ideal teacher's business is not only to inform but also to inspire. So, a teacher must keep continuous touch with modern developments and practices at least in his/her own area of study. Technological literacy, lifelong learning, sufficient basic skills and critical thinking are keys to productivity in the emerging knowledge based society. So, the teacher should equip themselves with the present need.

\* Making provision for teachers for attending more refresher courses.

\* Making provision for collection and dissemination of information about good teachers and their teaching strategies. In addition, best teachers may be rewarded annually to motivate them.

#### 6. Measures for improving infrastructure facilities.

\* In order to provide basic infrastructure facilities, efforts should be made for resource mobilization.

\* UGC and other financing agencies have been providing lots of facilities for physical and academic development. These facilities should be availed.

\* Rural colleges can start a few courses to fulfill the needs of the areas from where the students draw near and which can generate resource. Besides, some consultancy and sponsored programme may also prove fruitful for resource generation.

\* Financial self sufficiency can be brought—

i) By involving alumni for getting assistance.

ii) By making some well to do partners and shareholders.

iii) By exploring the Govt. and international lending agencies to obtain low rate long gestation period assistance.

#### 7. Other Measures—

\* Encouragement should be given for formation of subject associations, forums or centers, etc.

\* Holding tutorial class, remedial class and special class in the long vacation period, etc.

But whatever may be the measure, for the implementation part, the need of an efficient management cannot be ignored. Because it is the key factor for proper implementation of any plans and programme. □

#### CONCLUSION :

The concepts of quality is new for rural colleges. Excellence or quality could not be brought over night. But through gradual and continuous process it can be achieved. The rural colleges are neither financially strong nor academically opulent. So, untiring effort, co-operation, dedication, must rigor and professionalism are necessary to accomplish institutional and social goals. When the teacher innovating the students will not remain indifferent. If teachers become participatory the students will not only work harder but also like the whole learning process involved. These will make the task of the teachers much easier and also learning more effective. Only through this endeavour a proper dynamism can be brought to the rural colleges.

## Deconstruction "Prospective Modalities of The Teaching-learning Process in Collegiate Education in the Rural Areas of Assam"

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With my paper I want to provoke, instigate and incite you into shaking off your complacency regarding your attitude towards higher education as it is being imparted today in this part of the country. As far as the theme of the seminar goes, I may be wide off the mark, that my paper may be outrageously irrelevant but make no mistake – I am as passionately concerned about the growing redundancy of higher education in the rural areas of Assam and therefore share the same intentions, sentiments and concerns as the organizers of this seminar may have in their mind. In that sense you may consider me a brother in arms. In the process of reading out my paper, I shall be brutally honest and self-critical and if I happen to rub you the wrong way, I shall consider it my rare privilege.

**Accept the given. Smugly and unselfconsciously work on the prevailing discourse.** My reading of the theme of the seminar yields a line of interpretation as the one I have just mentioned. "Prospective Modalities of the Teaching-Learning Process" is an incomplete agenda. It takes into account too many givens. Such as the following:

1. A rigorous rethinking, reorientation and reprogramming of pedagogy will necessarily root out the ills of higher education in the rural areas.

2. Fact-finding studies, analyses and interpretations directed towards the routinely recommended alibies and solutions will bring in the cure.

However, such an emphasis on pedagogy works into other directions as well.

1. It validates the existing system by microscopically picking out teaching-learning as the soe point. It is as if once pedagogy were taken care of all ills of higher education will have given away to the yields of its avowed goals and objectives.

2. Such emphasis sidesteps the core issues. It blinds us from accepting the obvious and compels us to wallow in the routine academic exercises having nothing to do with reality.

What is the core issue? What are the obvious facts? The Point is, higher education as we impart it today has failed to deliver. It is at the point of reaching the unreal territory. It is becoming redundant, unimaginative and absolutely devoid of initiatives.

Let me clearly explain this. And my explanation involves the digging out of the archaeology of higher education in rural Assam.

The archaeology of higher education in rural Assam dates back to barely fifty years to the heady days of idealism of the post independent era. 'Nation-building', participatory democracy, economic planning and temples of learning -- these were the catchphrases which generated tremendous hope for the rural population to join the bandwagon of 'nation-building'. In actual terms the goals translated into making careers of clerks school teachers, doctors, engineers, literate businessman and housewives as well as college and university level lecturers. Ambitious local leadership among social groups then sought to move higher education closer to the populace and that is how in the 1950s and 1960s colleges were set up in the rural areas of Assam, away from the district HQs and urban centres. The idea thus was to make higher education accessible to all - esp. to the economically and socially deprived which included women as well.

We must admit that inspite of faulty systemic structures and lack of realistic goals in terms of quality control, higher education till the 1980s had a commendable delivery system. It produced a young breed of dedicated, honest youths, a generations just before my own, and it included my teachers as well more importantly these hardworking lots were easily absorbed into jobs as jobs were

easy to come by.

Things changed after the 1980s. First there were political imperatives which I really do not need to go into detail, but one must point out that a section of the public lost faith in the education system of Assam at this point of time and the symbolism of out of state educational centres like Pune gathered momentum. This erosion of faith still continues today.

Secondly, there were the global imperatives. The economy was opening up and in the 1990s India got liberated, economically speaking from the ghost of mixed economy. Private entrepreneurship came to a free play and unbridled individualism -- the hallmark of the capitalist society exerted its pressures on the polity. Policies, plans and programmes of the state had to be redefined and it had a great impact on education as well, more particularly on higher education calling into question its very credibility. "Bamboo govt syndrome" or overfinancing of higher education was earmarked as a problem area, findings were curtailed and higher educational institutions were told to generate their own resources or else....

Questions of credibility made NAAC happen. Colleges and universities were now said to be going through a paradigm shift, as it were. Along with these took place a silent phenomenon. The IT revolution of the mid 1990s. This was to affect education in no lesser way. Pure science was pushed to the corner and technology became the prosthesis. New applications of technology created new job horizons. The new kid off the block is a wannable IT techie, a wacky, street-smart nerd who speaks a language nobody understands. At least that kind of language nobody teaches in colleges. Young techie friend of mine who happened to be my student tells me that the average life of a software in the silicon valley is 18 days, and lo and behold, we are teaching obsolete, outdated IT introductory classes to young students with little imagination and foresight. It is like teaching the nuances and intricacies of the English language to generations of students who know everything about the language except how to use it in real life situations.

Technology means the application of scientific knowledge in the general affairs of in the business of living. And this application we are unable to hand down to our students. Otherwise how come students flock to private institutes like the NIIT, STG, and APTEC? Why can't we provide quality computer education to our students? Or for that matter why can't we train our students to become good newsreaders, scriptwriters, copywriters, subeditors, frontoffice managers, fund managers, entrepreneurs, software developers, film editors, cameramen or still photographers? Who will train students into these happening professions? This is a clear case of leadership crisis.

I dug into the archaeology of education in rural Assam just illustrate my central point and the point is: We are in our mindsets still in the 1970s when good old classroom assignments could take care of the fact that the learners sailed through their graduation and got a job. The micro emphasis on classroom techniques springs from that dangerous discourse.

Technology has become the prosthesis of culture today and is in the verge of taking it over. It has slowly and silently become the language. From a theoretical point of view this is an extremely perilous situation in which those who have the language of technology will rule over those who are dispossessed of it.

I propose therefore that colleges in rural areas claim responsibility and work effectively in providing leadership. Apart from the content courses which exist, we must provide leadership in technology transfer, entrepreneurial development and art promotional programmes.

As far as the modalities of teaching learning are concerned, the content of each skill-based programme with its own dynamics will decide the process. For this careful course design, syllabus framing, effective training, transparent testing and optimum placement opportunities must be carefully chalked out. That is in my opinion the most time-warranted prospective objective of education in rural Assam today. □



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## Socio economic problem of Teaching in Rural Colleges of Assam with special referenes to Infrastructure

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### Introduction :

Quality Hgher education has been considered as an impor-  
tant issues in the countries like India. It has the co-existence of  
huge numbers of colleges, Instituties along with a huge percentage  
of illiteracy and drop-ous. he world has become narrower due to  
integrated approach covered by IT revolution. Modern economy is  
also termed as knowledge based economy instend of industrial  
economy requires the highly economy instead of industrial economy  
requires the highly educated people. Educated in this sense means  
the quality for growing coppition in the world.

Assam an underdeveloped state in education and economy  
has a number of problems in college education. College education  
in Assam is generally meant for the higher education system which  
consist of the general degree colleges, not the technical education.  
A top heavy structure in higher education is also seen in Assam. A  
disappointing picture is revealed if anyone goes through the perfor-  
mance of higher education in rural colleges of Assam. A rural col-  
lege simply means the college which is situated at the remote areas  
from the district HQ. or the college which is not gifted by proper  
infrastructure linkage like roads, energy, transport and communica-  
tion, IT facilities etc. In this sense most of the colleges of Assam  
are rural. Only the Colleges of Guwahati and district head quarters  
enjoy some special facilities not the others. The Debanization is  
still at a ver infant stage in Assam. Nearly 90% of the total areas  
are rural in Assam. Hence, special problems are faced in teaching  
by the rural colleges of Assam.

The problems are generally discussed elaborately in different meetings and seminars as instated by concerned authority and the educational organizations attended by eminent scholars and educationists and pinpointed at length the numerous shortcomings in different spheres like institutional management, syllabi, textbooks, appointment of teaching and other infrastructural facilities of inspection, reform of present examination including proper evaluation and many socio political factors responsible for it.

The present study is an attempt to explore the problems of teaching in rural colleges of Assam and to suggest some measures for arresting them.

Hypothesis :

The investigation is designed to study the socio economic problem of teaching in rural colleges. The design of study is to select some colleges of Assam situated at the rural areas which exhibit a poor performance in teaching learning and result especially in degree courses and informations are collected from teachers. Students local educationists and commoners. The hypotheses are -

1. Teaching has failed to have the feature of invention and innovation.
2. The students have failed to acquit to the capacity to complete in all India examination from the college or after the college like ITI, CDS, IAS and IES
3. Social environment has adversely affected the performance of students and teachers.
4. Teachers demands and unhealthy working condition affect the well functioning.

Methodology : It is limited to selected sample of 100 college teachers from rural colleges, 100 students and 10 principals along with some senior educationists and commoners who have a well touch with the college environment.

The study is basically based on primary courses through questionnaire, opinionnaire and information schedule.

It is a two time survey. Once it is before the NAACS inspections and second time it is after NAACS inspection.

The Major Problem of Teaching :

The problem of rural colleges can not be well defined if we do not make a comparative analysis dividing the whole phenomena into two parts as before NAACS inspections and after NAACS inspection. In Assam Presently more than 200 colleges are there. Though all are not included under the deficit grant system, some of them are trying to attain the governmental full support to be included in deficit system. It does not mean that the problems are only seen in college level. The some problems are also seen in primary and secondary levels.

The problems faced by rural college are as follows -

Lack of Educational Environment : No doubt Education is a tripartite system in which environment plays an important role to have successful teaching. Educational Environment is not good in most of the rural colleges. In the colleges a very similar picture is seen that the college is over crowded between 10AM to 1 PM. After 1PM most classes become absent on part of either the students or teachers or both.

In the damaged educational environment some factors can be made responsible.

- a) Both the teachers and students do not properly use their off periods.
  - b) No proper and healthy common room for taking rest.
  - d) The libraries do not have clean and sufficient reading Halls.
2. Speedy Urbanization without having the proper arrangement

The problem is highlighted by the factors like -

- a) Remote distance from the towns
  - b) Lack of power generation and Electricity problems
  - c) Lack of proper transport and communication facilities.
- The interest towards urban areas is increasing in today's world.

The Urban and rural makes difference on the basis of infrastructure or social reads. Due to Governmental attention the urban areas suffer from disadvantages. If the urban areas face the problem of ransprt, communication, power, water supply etc. there is no use of such type of urbanization.

Moreover a large number of students are going out from vilages to towns. When the good students as well as good teachers leave the rural reas, the authority of rural colleges are liable to admit bad students having less I.Q and recruit meritorious teachers. The attraction of the students towards the urban areas make some advense affects twards the rural colleges. A bad students certainly have not much curicity of learning which reduces the ininterests of the teachers.

3. Lack of Proper teaching Staff : Teaching staff means the quality teaching staff having up to date knowledge regarding subject matter and competitive infomations. In he colleges the temporary teachers are appointed during he period of high time for classes. And this type of temporary appointment creates some huge problem in traching.

The problem is backed by -

a) lack of professionalism of teachers.

b) Defective appointmet process and selection procedure of teachers.

4. Special Problems of a Teacher : In the rural college due to sociological and economic hurdles a teacher faces special kind of problems which are generally not suffered by the teachers in urban and city areas.

The special problems of a teache are like this -

a) Lack of teachers Research Activities

b) No innovative methodology in teaching

c) No proper supo for teachers training

d) Teaching without having research work

e) Lack of advantage preparation by teachers in teaching

f) Teachers' agitation to overcome their deeproted problems having in service.

Lack of proper cooperation among teacher-taught society - Teaching is a successful tripolor process in which teaching learning and social environmental should be fruitfully applied for effective results. But in some colleges the community development programmes are not implemented. without having the societys' well functioning fo the upliftment of the quality education, we can not expect a good education system.

6. Traditional curriculam - Curriculam in a college should be dynamic and effective. It should be designed in such a way which is well adjusted with the academic calenders of the colleges. But colleges in Assam do not have the Modern and scientific curriculum.

7. Conflict between Teachers and Principals, Teachers and governing bodies and governing bodies and governmental departments : Now a days in may colleges some conflict are witnessed. Some-time conflict is occured between teaching staff and principals, some-times it is between principal and governing bodies and the governmental departments. This type of conflicts create the teaching hampered.

8. Excessive Burden of tution classes : Tution classes play a dangerous role in teaching in rural colleges of Assam. Only a very less percentage of students rely on he teaching in colleges. The res students manage themselves hrough the tutionclasses. And many teachers involve in private tution either to have a better economic position in the growing materialistic society or to make a dependential nature of the students and it makes the injustice in the college teaching.

9. Lack of Quality improvement arrangements : Quality higher education is a major challange for the rural colleges. Rural colleges generally suffer from quality management and quality improvement. It is backed by the factles like -

- a) Lack of guidance and regular inspection.
- b) Lack of professionalism in teaching.
- c) Lack of proper supply of study materials
- d) No scope for career guidance
- e) No scope for extra curricular activities.

10. Teachers' Social and economic status : Teaching is a socially highlevel position. But presently a deteriorated scial and economic status is observed in the teachers lives due to –

- a) Trregular payment process
- b) Teachers agitations and strike, Non cooperation etc.
- c) Governmental wrong decisions and actions in fulfilling the basic needs of the teachers.

11. Lack of Correct rational persepective in teaching :

In the rural colleges of Assam a current rational prespective is absent sometimes for which the cllege teaching becomes deteriorated.

12. Problem of Educátional Infrastructue : Most of the rural colleges suffer from Infrastructue. without the infrastructure facillies the college teaching will not be effective. The lack of Infrastruc- ture is shown wit the help of the facess like -

- a) Lack of quarter facilities for the teachers.
- b) Lack of Hostel facilities for the students
- c) Lack of various facilities like Library, black board, play ground etc.

13. Social and political involment of teachers and students : A large n. of teachers and students now a days get involved in politics which makes an adverse impact on rural teaching in colleges of Assam

14. Lack of Group teaching like G.D, Seminars and Symposium etc. : In rural colleges least number of group teaching methodology is applied which is an effective way of successful teaching.

15. Impact of Bandh and Hartal on rural areas is also a cause

for deteriorated teaching.

Remedial measures : Teaching is a complex and integrated process with three principal components : teachers-taught-society.

In the rural colleges teaching is suffered from the above mentioned problems. For solution an integrated approach is needed in this period. This is a period of Liberalization, privalization and globalization without having the quality improvements in the rural colleges, the teaching will be more problematic.

To be improved teaching in rural colleges the following measures can be forwarded :

1. Teaching should be re organised based on professionalism, provincialism and regionalism.
2. Role of the teacher should be dynamic effective and research oriented.
3. Syllabus should be dynamic and should maintain a national standard
4. The Academic atmosphere and standard should be developed. The local community should be involved in effective functioning of college education.
5. Resource generation and Income generation programs should be started by the rural colleges. It should be designed with an effective plan. The local resources should be well utilized for income generation.
6. The exam system should be modified and effective
7. Proper administration and organization should be maintained in the rural colleges : In this read the administration should be well arranged
  - a) Financial management should be transparent and developed
  - b) Regular Inspection should be done
  - c) Governmental steps for financial aids should be real need-based
8. The teachers' training both preservice and in service should be made compulsory.
9. The study material should be properly supplied. The study materials and research guides including career guidance should be sup-



plied by higher govt. authorities.

#### 10. Educational Infrastructure and Intellectual elements :

Strong educational infrastructure is essential for effective college teaching. Educational infrastructure like library, classroom, black-board, audio-visual aids, physical arrangements, play grounds etc should be developed by the authority with the help of govt. and other govt. aided and private institutions.

**Conclusions:** The college education is the important part of Higher education in Assam. Presently a large number of handicaps are faced by the college education for its smooth functioning , especially the rural colleges. The problems cannot be should if the effective measures are taken only in college levels. A proper and general attempt should be taken from preprimary to University level considering the quality of learners and teachers and maintenance capacity.

Higher education should be regarded as the fundamental right for all the citizens of the country. The Expenditure of the governments should not be curtailed in case of Higher education management. Every element of infrastructure should be properly developed in the rural colleges of Assam.

Moreover the proper intellectual elements like the efficient staff, adequate knowledge and informations etc. should be developed at the earnest . Have all the teaching should be scientifically elements should be feasibly applied in teaching in our rural colleges and only then we can expect the proper and effective teaching in rural colleges of Assam.

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## Problem in Interaction Between Teachers and Students During Actual Class Room Time In Semi-Urban Colleges of Assam

Mr. Ranjan Kalita  
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#### Introduction :

As a rapidly developing country India must have an effective system of education which should equip the society with vital instruments of socio-economic changes. The state cannot afford to waste her time, money or manpower or any system of education that has a strictly urban bias and cater to a kind of academic discipline which encourages the preference for white collar jobs and breeds a sort of apathy for rural or agricultural society. This is more so in case of Assam where more than 70 percent of the population live in rural areas. The collegiate education system in rural Assam is facing tremendous challenges and urgently requires some kind of attentions. Besides such college, colleges in the semi-urban areas where majority of the students come from rural areas are facing some unique problems in imparting higher education. One of the major problems is the problem faced while teaching in the class room. There are so many factors which have contributed towards making the situation worse. It is really high time that we understand the situation as soon as possible and steps are taken to make classroom teaching more interesting and enjoyable . Otherwise, a very cordial, fruitful and interactive classroom teaching will be very soon, a thing of the past.

#### Need of the study :

The class-room teaching in any level of education occupies the centre-stage of activities. A close analysis of the present situation reveals that while conditions in classroom teaching have deteriorated nothing concrete have yet been done. The lower level

of interaction between teachers and students is really hampering the effective teaching learning process in college education. This is because teaching or learning is always considered as a two way traffic. Both teachers and students are at par and absolutely free to discuss things related to the subject matter. Active participation on the part of the students is a must for teaching - learning process to be fruitful and effective. But what is happening in a class is just the opposite of this. Teachers enter the classroom, announce the lesson and keep delivering lecture till the class ends. The whole process is one sided affair and students don't or couldn't break their silence.

The result is that classroom teaching has become a boring affair. The teachers keep talking and their pupil keep listening. Between these two extreme there is nothing in between. But classroom teaching is the centre point of formal education whether in primary, secondary or at college level. A general complain we hear so often that students attendance in classes have fallen which is both cause and effect of the above mentioned situation. If students their young and enthusiastic minds then they will definitely flock to the classrooms. If the things go just the opposite of this then students will be found more often outside the classrooms instead of being inside.

Hence, it is really high time that we study the problem and try to understand the gravity of the situation. In a semi-urban college the gravity of the situation is more. For a good teaching learning process class room teaching must be made interesting and effective.

#### **Problems in classroom teaching :**

The problems faced by a teacher in a classroom are sometimes general in nature or unique one. In the semi-urban areas are always in minority. Those students who come from nearby villages or places bring with them all characteristic of rural backgrounds. So the environment of the college is a mixture of rural and urban characteristics.

The actual classroom time refers to the time that a teacher gets to teach in a class. This is definitely less than allotted 45 min-

utes as some time is lost during the changover of classes and also time is lost in taking attendences. The actual classroom time that a teacher gets is around 35 minutes (it will be less in case of large class). This paper will deal with the problem in interaction between teacher and students during this 35 odd minutes time.

The major factor which negatively effect a good interaction may be identified as medium of teaching or language, lack of attention by students, their introvert nature, teacher's urgency to finish the syllabus, lack of sufficient classroom time higher teacher-student ratio, different economic backgrounds of the students examination oriented curriculum and so on soon and so forth. Each of the above mentioned factors works in its own way to stop the teaching learning process from having a good interaction. They are general in nature and each and every teacher in semi-urban college experiences them everyday.

#### **Survey :**

A small survey is done among the teachers and students of Tezpur College, Tezpur College, Tezpur. In the survey efforts are made to know their ideas, experience and comments regarding the issue. All the respondents have reacted positively expressing their view and minds.

#### **Methodology :**

For above mentioned survey primary is collected using questionnaires method. The total teachers of Tezpur College are divided into two stratus, viz, male and female by using stratified sampling method. Then out of 17 male teachers 5 are selected and out of 21 female teachers 5 are selected by using simple random sampling. So a total of 10 teachers are surveyed for the purpose. For the students, 25 students are surveyed i.e 5 students from each class (10 from H.S and 15 from Degree class)

For the secondary data, information is collected from official records. For required data a questionnaire was given to each unit of the sample asking different questions about the matter. The teachers in special were also asked to put their specific comments which they think relevant regarding this study.

### Finding of the survey :

A total of 5 questions were asked to answer by the teachers. Firstly, they were asked to put their thought whether medium of teaching or language in the class was a hindrance in a good interaction. Twenty percent of the teachers said that medium of teaching/language was hurdle in good interaction between teacher and students in a class whereas 30 percent said that it did not pose any problem. The remaining 50 percent was of the view that medium of teaching/language effected the teaching learning process partially.

Secondly, teachers were asked whether actual class-room time is enough to engage in interaction with the students. 30 percent teachers answered positively and 40 percent answered negatively and 30 percent revealed that the time was reasonable to engage in interaction in a class room

Thirdly, the sample unit were asked to identify their major hurdles faced during interaction. Majority of them identified language problem, higher teacher student's ratio and shortage of time as the three major problems. Some had also suggested lack of regular attendance of the students and lack of curiosity among the students as problems of interaction.

Fourthly, they were asked whether changes were required in teacher/teaching methods. Ninety percent of the respondent said 'yes' whereas a only a micro 10 percent viewed negatively. The changes suggested by them were removal of old method of teaching, good teacher-student relation, dedication of the teachers etc.

Fifthly, under any specific comments some comments were like as follows :

- a) Syllabus should be change and made clear and brief.
- b) Number of classes should be increased.
- c) Seminar and discussion should be compulsory
- d) Queries from the students should be encouraged.

The students were also asked four questions regarding the purpose. Firstly 30 percent said that medium of teaching/ language hamper interaction, (in case of major student it was 60 percent)

whereas 50 percent said 'No' and remaining 20 percent told that it was partial. Interestingly, majority of the students from honours class said that they had problem in interacting in the class due to difficulty in language.

Secondly, 60 percent students felt that the actual class-room time was not enough to interact. The percentage was 30 in favour of the time and 10 percent said that the actual classroom time is reasonably enough to indulge in interaction with teachers.

Thirdly to the question whether teachers give them enough opportunity to interact 50 percent of the students said 'yes' and 30 percent said 'No' and remaining 20 percent answered 'cannot say'

Fourthly, the students were also asked whether they interact with their teachers in the class. In the 10+2 level, 70 percent said that they didn't interact with the teachers, 20 percent expressed that they interact in the class and 10 percent said that they seldom engage in interaction. At the degree level, 45 percent was in favour of 'yes', 40 percent in favour of 'No' and 15 percent had written that they seldom interact with the teacher in class.

### Recommendation and suggestions :

The major recommendations and suggestions based on the finding of the survey and personal experiences of the teachers are given below -

1. The medium of teaching / language used in the class by the teacher should be easy to understand and should suit the students (specially in degree classes.)
2. The allotted time per class or number of classes should be increased which will give more time to the teachers.
3. Instead of the old lecturing method, new methods of teaching using audio-visual techniques should be brought in. This will make the environment of the class more interesting.
4. After finishing each chapter/unit of their respective course, the teachers should arrange question-answer hour in the class.
5. More and more seminars and group discussions among the students should be arranged so that their hesitation and introvert

ness in public can be removed to a greater extent.

6. The syllabus should be clear and brief and must be up-to-date catering the need of the present time and requirement.

7. The teacher should do everything to create a friendly atmosphere inside the classroom so that students feel free and encouraged to involve in interaction with the teacher.

8. To create awareness for regular attendance among the students attendance register should be strictly maintained in the class. This will stop students from bunking the classes.

9. The teachers should also be dedicated to their responsibilities and should take their classes regularly.

10. In case of large classes, they should be divided into sections so that teacher-student ratio remains reasonable. □

### **Conclusion :**

The teacher-student relationship has to be at its best if a good teaching learning process is to take place. This is also very important for improving the level of interaction between teachers and students. The classroom is considered to be the most important ingredient of the teaching-learning process. A lively, frank and meaningful discussion and interaction between the two constituents of the class will definitely take the standard of teaching learning process to a new height.

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